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ABSTRACT

Material in this booklet was excerpted from a series of tape-recorded interviews with labor superintendents and supervisors who work directly with student manpower in the 100-year-old, work-learning program at Berea College. The document examines selected areas of supervisory responsibility in a college work-study program. It includes information on methods of selection and training of student workers to assist in administrative offices, technical services, maintenance programs, academic departments, and laboratory areas. This document also outlines supervisory responsibilities in motivating student workers and providing valid learning experiences. (Author)

ED 092014

SUPERVISING STUDENT WORKERS

BEREA COLLEGE
LABOR SUPERVISORS
IN ACTION

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WORK-STUDY DEVELOPMENT PROJECT
BEREA COLLEGE
BEREA, KENTUCKY

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SUPERVISING STUDENT WORKERS:
BEREA COLLEGE LABOR SUPERVISORS IN ACTION

Prepared by

The Work-Study Development Project
Office of the Dean of Labor
Berea College
Berea, Kentucky

The material used in preparation of this booklet was obtained through a series of interviews with labor superintendents and labor supervisors at Berea College in November, December, 1973, and January, 1974.

Information gained from the interviews has been summarized for use in this preliminary experiential handbook, but portions of the interviews have been quoted directly as indicated. A listing of the superintendents and supervisors who assisted in the preliminary interviews for the development of supervisory materials is included at the end of the handbook.

Cover and Artwork by Lanny Phillips

1974

INTRODUCTION

Why a handbook for student labor supervisors? Certainly, over a period of time, every labor supervisor develops his or her own method for working most effectively with students, relating student labor responsibilities to student performance and ensuring that required services or products meet necessary standards of excellence.

You are a supervisor. The professor down the hall is a labor supervisor. A student whom you pass on campus may be a supervisor. But what is a labor supervisor?

Because the supervisory function is complex and many-faceted, definition is difficult. At the same time, defining the labor supervisor's role is relatively simple. Your role, as a supervisor of student workers, is vital to the Berea College student labor program. Simply stated, supervisors are expected to supervise the daily work of students and to ensure that all such work is performed adequately. But your function as a supervisor is far more complicated than that, as you know. A Berea College labor supervisor fulfills a dual function in working with student workers. Seeing the student as both worker and learner, the

supervisor must view himself not only as someone who supervises work, but--most importantly--as someone who teaches. Not only are you expected to maintain standards of excellence on the job in terms of product and service, but also to influence students' attitudes and abilities, to guide them in developing skills, good work habits, and responsibility to their assigned tasks, and to inspire initiative, creativity, and a sense of the dignity and worth of the labor which they perform. The supervisor serves both as a model and as a catalyst to action and learning, and the effective supervisor can have a significant and long-lasting effect upon the attitudes toward both work and life developed by the students whom he guides and directs in their labor assignments.

Your contribution to Berea College, to the student labor program, and to students is therefore considerable. The service which you perform has consequences far beyond the day-to-day supervision of student workers, for your personal and professional influence upon students remains with them long after they have left Berea.

This handbook is a preliminary attempt to share with you some of the experiences, methods of supervision, and philosophies of labor supervisors at Berea College who are assisting in an exploration of the supervisory function in the student labor program. Their experiences and their comments may provide you with additional insight into your role as a labor supervisor.

For example, during the course of the preliminary interviews with labor supervisors selected as representative of the different types of labor supervision in the diverse departments of the Berea program, three basic requirements for effective supervision were stressed by every supervisor interviewed. Students perform labor assignments most effectively when:

1. Job responsibilities are clearly defined by the supervisor;
2. Mutual trust and respect is developed between supervisor and student; and
3. Evaluation and recognition of labor performance is constructive and continuous.

Information gained from a review of the Berea College student labor program will be shared with other colleges and universities who are developing or refining student work-study programs to provide students with better educational opportunities in work-learning experiences. This handbook is an initial effort at defining the complex and significant part played by every labor supervisor in making Berea's labor program effective as a work-learning experience.

Supervision of students is a continual process of learning and experience that is as individual and ever-changing as each generation of students who enter and graduate from Berea. The basic pattern of supervision may remain constant, but the

variables which make up the actual substance of supervision can be altered by circumstance or by the necessities of given situations. Sharing the experiences of fellow labor supervisors through the information contained in this booklet may provide you with a deeper knowledge and broader perspective of your supervisory techniques--for your own enrichment and for the benefit of the many students whose lives touch yours as they work and learn with you at Berea College.

INTERVIEW SUMMARIES

REGISTRAR'S OFFICE

The Registrar's Office fulfills a combination of academic and administrative functions relating to student records, enrollment statistics, registration, commencement, transcripts, teacher certification, and publication and distribution of student program cards, faculty program cards, college catalogs, and college calendars. In this office, the College Registrar and four full-time staff members supervise nine student workers in the student clerical positions which are supportive of Registrar's Office responsibilities.

WHAT STUDENTS DO

1. General clerical work

2. Assist during registration
3. Assist with recording of grades
4. Assist with requests for information, transcripts, etc.

"Because our work is seasonal and varies from week to week, all of our student clerks throughout the year have to do a variety of jobs which may be very different one week than from the last. At certain times, they are all doing the same kinds of things. At other times, some of them are doing more specialized things."

"There are certain jobs that can be handled very well by student workers. They cannot replace full-time workers, but they can do general clerical work, and also the more skilled work. We had a situation a year or so ago when two or three of our full-time staff were out over a pericd of a week or two weeks with illness, etc., and the student staff stepped in and assumed the responsibility for the work to be done, and handled it very well."

LEARNING EXPERIENCES FOR STUDENTS

1. Learn accuracy, confidentiality, and courtesy

WHAT SUPERVISORS DO

1. Interview and hire student workers

2. Train students to assist with office responsibilities

   a. Train in general tasks

"How well students do their work in the Berea labor program will carry over into later jobs. The traits that are acquired in the labor program--for example, in a labor assignment such as the Registrar's Office--the accuracy, the understanding, the concern for the needs of others developed there will go with students into any profession which they enter after graduation."

"My standards for hiring new student workers involve neatness, an ability to alphabetize--in this office, students file, file, file!--and typing ability. If they don't type well, that's fine. I realize that they probably can type as much as we need to type for our purposes."

"What we try to do is to hire students who have some skills that can be used in office work, and we try to stress during our initial interview that we want accuracy more than speed, that we want confidentiality, and that we want responsibility."

"We start students out doing things like filing and alphabetizing, because most people can do these chores without too much supervision. Then, as we have time and as a particular job needs to be done, the supervisor explains to the student what is to be done. In our first office meeting, we try to stress that if students don't understand, they are to ASK. If it doesn't look right, ASK. You sometimes have students who do something wrong, and they say later, 'You know, I thought that was a little

b. Train in specific skills

c. Stress particular needs, such as confidentiality

SUPERVISION OF STUDENT WORKERS

1. Through daily organization of work

peculiar.' We impress on our students that if it doesn't look right, they are to go back to the supervisor and ask if it was really what they wanted."

"As students begin in the less skilled jobs, we find those who can take more responsibility and who pick up things most easily, and we train them in the more advanced jobs. Every student starts at about the same place, however. Occasionally, we raise a student to a higher level of responsibility. We have one person who is most responsible for a particular job, such as program changing, and she will train two or three other student workers to do this job, because as people go on, we want someone who knows how to take over their job. This type of student training is done under the supervision of the full-time staff."

"Confidentiality is an important aspect of the work here in our office...so we train our clerks never to answer questions about a student's records at the counter but always to refer it to the supervisor."

"We have a work organizer which I leave by the typewriter each day explaining what is to be done. I always tell the students that if they don't understand what I've left for them to do, they are to feel free to come to me for a complete explanation of the work to be done. I stress that they take time and be accurate, rather than to do it speedily and have to do it over again."

2. Through clear definition of job responsibilities

3. Through establishment of positive work relationships

a. By indicating genuine interest in students

"The student should know what is expected of him--should know when and what is wanted. ... Students know generally what they are supposed to do, but as l ng as you define clearly their responsibilities and the standards of performance you expect from them, and make your own responsibilities clear to them, you can succeed."

"Within three months after I begin training a student, she usually has learned the biggest part of my work. Each day when she comes in, she knows what she is supposed to do, because she has been trained to know."

"You must have a good work relationship with students, and try to point out the advantages of acquiring work experience."

"One of the biggest faults I find here on campus is the attitude toward students. A student is a human. Supervisors need to be impressed with this fact, and should realize that a student has as many rights as the supervisor has."

"I think the student worker appreciates a supervisor who is interested in them. If they feel that you don't care, they will have the same attitude and won't care. If they know that you care and that you are interested in what they are doing, I think that they'll try to do twice as much for you."

"If students have personal problems, I want them to feel that they can come to talk to me."

b. By treating students with respect

"I try to work with students not just as labor, but to help them as well. I'm concerned about their getting an education. I don't nag student workers. I'll correct a student for something, but never in the presence of fellow student workers. I don't want to make any student feel inferior. I speak to them privately and confidentially when necessary about things that might have been done wrong. You must consider the other person's feelings too. I've always tried to be that type of supervisor, and to be considerate of students' feelings. I have a great concern for all of the students. I care what happens to them."

"Poor supervision comes from a lack of self-respect. If a supervisor can't respect himself, he can't be expected to respect a student."

"If a student doesn't really cooperate, we usually write a note and attach it to the student's time card. We don't embarrass our students by disciplining them in front of other students. If there is a problem that they want to discuss, or if there is something in a note that they don't understand, they are free to discuss it with their supervisor. We have excellent students in this office, however, so we seldom have such problems."

"Our students know that I will never ask them to do anything I wouldn't do myself. They know I am going to try to do the best job I can do at all times. They know that I have their interests at heart at all times ahead of my own, that I expect them to perform to the best of their ability, and that I'll acknowledge everything they do--that I won't nag them, fuss at them, or embarrass them. They know that I respect them."

c. By establishing good rapport through a professional attitude

"The rapport between supervisors and students is important to motivation--complimenting on a job well done...raising their labor rates, too."

"If a student makes a mistake, I treat it as a learning situation. I explain that they have made a mistake, and why they made the mistake. Then I don't expect it to happen again."

"Supervisors must have a professional attitude. First, it is their responsibility to see that they get the best of help. Second, it should be clearly explained to student workers at the beginning what you expect of them and what they should expect of you."

ISSUES AND VALUES

Issues and Values is an interdisciplinary academic program. Twenty students are employed as teaching associates for the program, with the responsibility of assisting individual professors in class activities. Teaching associates work under the direct supervision of the individual instructors to whom they are assigned, and have a standard labor contract for twelve hours per week.

WHAT STUDENTS DO

1. Assist students with written work
2. Correct papers and English compositions
3. Assist teachers with class discussions

LEARNING EXPERIENCES FOR STUDENTS

1. Gain experience in teaching, in leadership training, and in personal relations
2. Learn through helping other students learn

3. Gain sense of participation in the success that happens and in formulating class activities

"The job includes so much. The major half of the purpose of Issues and Values is to teach communication skills, especially writing. The best way to learn to write is to try to correct other people's writing, and the teaching associates are doing that, so I expect that their writing will be improved as they work in Issues and Values."

"A sense of shared teamwork between student and teacher in striving to meet the goals of the class is also important."

4. Acquire experience in counseling and personnel work

WHAT SUPERVISORS DO

1. Select teaching associates

2. Train teaching associates
   a. Through all-day staff meeting and orientation session
   b. Through mid-year weekend session on group dynamics
   c. Through bi-weekly luncheon meeting of small, rotating groups of three teachers and three teaching associates

3. Work closely with teaching associates on day-to-day basis in planning of class sessions, group discussions, and other class activities

"The hiring or selection process is a combination of several methods. Most of the TAs are selected by asking teachers in Issues and Values, teachers in other departments, and persons such as Dean Ramsay in the Labor Office to suggest students. The primary process of recruitment is by getting recommendations from other teachers. A number of students also apply. In that case, interviews are conducted and, if necessary, various teachers are questioned about the students who have applied."

"Obviously, some teachers who have more dominance in their psychological characteristics like to run their own show. With them, perhaps the TA will do less. Other teachers like to share, to build the TA up, and to involve the TA in initiating more of what goes on in the classroom and in planning what goes on day by day. Some teachers are very well organized. They prepare units of study for every day of the

SUPERVISION OF STUDENT WORKERS

1. Each student associate supervised individually by teacher to whom he or she is assigned

SUGGESTIONS

1. Clarify student role

2. Offer continuous feedback on student performance

semester...so the TA doesn't have much input into what is planned. Other teachers are much more spontaneous... In that case, the student can be brought in more, because there is more flexibility. ... One of the keys to student involvement as a teaching associate depends on the teacher's and the student's strengths of ego and also on their sense of sharing and their concept of the classroom as a kind of cooperative endeavor."

"If there is a conflict, it usually is worked out by the teacher and the teaching associate. ... In our situation, it is a different kind of conflict, where the student feels that he or she is not doing his job well enough, and sometimes they actually feel that the teacher doesn't like the job they are doing. The student may have been picking up that kind of vibration. For example, some teachers are more perfectionistic...and don't tend to praise student helpers. I try to alert students in advance as to what they may expect."

"Clarity about tasks, clarity about roles, clarity about goals--all three of these are important, and we could work on them a bit."

"The student needs to receive a good deal of feedback from the instructor about what the student did, how the student graded the papers, how he or she conducted a class discussion, and his or her ideas

REGISTRATION

on how to conduct class discussions, coupled with ideas on teaching methods. They should have discussion of the problems that the individual students have in the section and which of them will deal with that problem, then check later to see that the problem has been dealt with. It is important to have a lot of feedback for the student, because the student is out on several limbs at once--grading papers, counseling students, conducting class discussions. Each one of these activities is an anxiety-producing thing, a lot of little ventures. The teacher should give frequent comments, both positive and negative, to enable the student to gain some sense of security and guidance. This can be done in informal conferences, and simply depends on having enough time to talk with your teaching associate, perhaps once a week in a conference.

"It is a positive benefit--a key factor--to have the influence and involvement of the teacher in the hiring of his or her teaching associate. There should be a clear description of the role of the teaching associate. The feedback and the respect are important motivators. The student should have a clear sense that the teacher respects him or her as a person who makes important contributions."

AUDIO-VISUAL SERVICE

Audio-Visual Service provides a variety of audio-visual services to academic and administrative departments. The thirty-five students employed by Audio-Visual Service maintain and operate electronic and audio-visual equipment, and provide technical assistance and services in all phases of production under the supervision of two full-time staff members.

WHAT STUDENTS DO

1. Operations
    a. Set ups
        (1) Audio
        (2) Language lab
        (3) Projection
    b. Operators
        (1) Television
        (2) Duplicator
        (3) Sound system
        (4) Projectionists
    c. Maintenance and Repairs
    d. Technicians
        (1) Audio maintenance

(2) Speech and language lab

(3) Projection

(4) Equipment check-in

2. Teaching

   a. Training manager

   b. Lab instructors

3. Production

   a. Design

   b. Audio

   c. Transparency

   d. Photography

   e. Television

4. Office assistance

   a. Receptionist

"Anything that doesn't involve our having to manufacture something is classified as Operations."

"Then we have a Teaching division which does the Education-required quarter course. This year, a third of our upperclassmen's time was spent in teaching, which is a large drain on our resources. We use clerical staff to teach clerical tasks. It isn't enough that anyone be able to do the work. By the time someone gets at or beyond the 3 level, a part of the responsibility in all the jobs is replacing themselves. Somewhere the jump between the 4 and 5 level, and even between the 3 and 4, depending on the areas, is the ability not merely to do it yourself, but to get others to do it and do it with a concern for the things you can't put in the instruction manual."

"The making of our schedule requires someone who is a qualified

b. Calendar setup

c. Filing

d. Clerks

(1) Payroll

(2) Film

(3) Postal

(4) Billings and Charges

(5) Office supplies

(6) Equipment file

e. Bookkeeper

f. Typist

g. Secretary

LEARNING EXPERIENCES FOR STUDENTS

1. Being a responsible part of a group

receptionist. We are always hard-pressed to get such students, because our receptionists have to know all the things that go on here, and it's hard to find out what's going on, much less know them well! At least half the people we serve don't know what they want, when they want it, or what it is, so there's a great deal of detective work."

"...we have a small group of people who continue together. We give the students a nine months' gestation period to be as much a grownup as he can be. I don't expect freshmen to behave like seniors, but I do expect them to behave like participating parts of the corporation, and nine months is all they get to get there, because we always have a new crop coming up."

2. Acquiring skills to operate audio-visual equipment

3. Learning to be accurate

4. Serving others within the working experience

"When a freshman wants his job eased or when he thinks he has been working too hard, he's told, 'All right, sure, you leave. Now go tell thirty other people that they're going to have to absorb your load too, then go where suits your fancy.'"

"Many students come with special skills such as photo skills, but if they're more interested in doing their private pursuits than in joining in whatever we need to have done, we have to forego whatever skills they might have. That, in fact, is a major problem. Most people who have skills wish to employ them as suits them, rather than employ them as is necessary for a team."

"Almost everything we have to do requires exact timing..."

"Our students serve other students, some of whom work here. They also serve some teachers who are good 'grapevine.' When we have troubles--say, if we have a projectionist who supposedly is not good, we do a little detective work and send him off to a teacher or to a class with other members of our staff. Then can come some straight poop, and not from some teacher who wouldn't recognize the triumph in managing to get the film through the projector in spite of lack of sprockets--which sometimes happens. We try very hard to assort experiences. We have people working with other people, and we try to find out with whom they work best. We are extremely appreciative when we find students who can work with other students regardless of age or

5. Learning by teaching others

WHAT SUPERVISORS DO

1. Select student workers

2. Select student instructors

sex in a period of their lives when some of them are so busily concerned with such things."

"From the in-coming freshman class, we select 18 students. In any group of 18 students, one genius is enough. You may have to hire two geniuses among the 18 to have one genius left in the five who will graduate four years later. If you're planning on a senior group of six students, you try to hire two or three of each type of person in order to come out with the ones who will succeed. We prefer to have two-thirds men, just because of the nature of the work. You don't pick people who appear so totally self-centered that they cannot work with others. You don't select those who will immediately be picked off to do specialist work. It's better to have a team of above-average people than a discombobulated blob composed of either end of the scale. You also try to pick a variety of majors. We look for signs that people can work together, can work under stress, and have enough self-esteem that they can learn."

"We try to select student instructors from among those freshmen who are versatile, who relate to people, and who are more concerned about others' successes than their own, which in one sense makes them learners' helpers rather than teachers. They are not concerned about showing off what they know, but rather are concerned with trying to get other people to learn, and doing it fairly."

3. Training

PROBLEMS IN SUPERVISING STUDENTS

1. Lack of time for appropriate training

"I may or may not have time to give directions well, but the staff digs I know what I'm doing, and that makes a big difference in what they are willing to learn. Also, I think sharing in doing it is important."

"Since we cannot have a sufficiently fluid group where we can put people in the right hours, we may have no access to a freshman for training purposes for perhaps 7 hours a week. Not only do we lose the chance for him to learn, but we must fill those hours with a substantial number of our upperclassmen in order to do the work below their skill level because it must be done. And then, in turn, the upperclassmen have been used up, and are then unable to train freshmen. As a result, we lose the best people because they grow bored at not being trained in the complex tasks, and we are unable to do the work because the poorest then don't learn in time to be any support."

"Even with 16 mm projection, we never have the opportunity to really train our operators by having them show us movies. They have to go out and do it for other people. It's very hard to invent the circumstances where people learn how to do TV camera work where you can train them, because our record for the year is being asked on 20 minutes' notice to do a television program. We are always asked to produce without having either the opportunity or the free time to train people at the bottom."

2. Programming time

3. Scheduling freshmen

4. Motivating students at specific learning stages

5. Providing service on limited notice

"A student goes out to run a 10-minute movie, and you have no way to know whether he will run it during the first part of the period or the last. Scheduling is the teacher's prerogative, so we don't know whether we'll have none of him left or maybe 30 minutes left. There is no way to program that."

"Our problem is with the constricted schedule of the freshmen, which forces us to have to use them at hours when we have either too many or too few. If we had freer rein on when they worked, it would definitely help."

"We have had the problem in that beyond about the second year, the student has to work in things in which he does not see great progress immediately. The ability to see that what you're doing has value now is where you start, and if you're lucky, you start every freshman on something he can't quite do all of. This ability to see that what we're doing now in building directions for somebody else will make a lasting contribution to the place makes a big difference. Ultimately, you expect people to become more than they were before. What is outstanding at the start is not outstanding if you don't improve it."

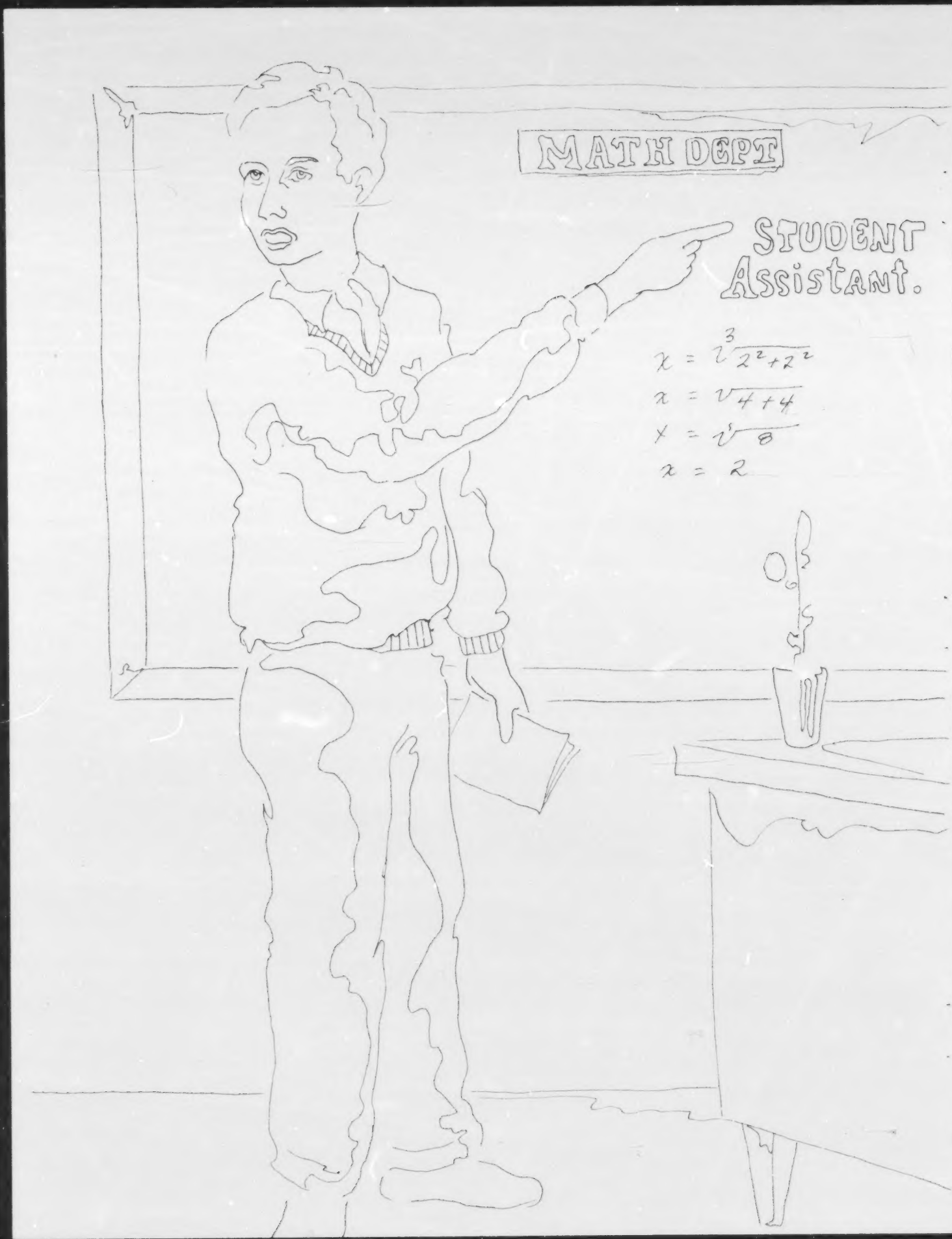
"Fifty percent of our work now is planned in less than 14 hours, which in effect means that it is unplanned. Many people want everything done for them, with or without planning, and the students can tell the difference. We serve so few people with a knowledge of what we're doing that it becomes increasingly difficult to serve anyone with the

SUGGESTIONS

1. Offer work with real value and purpose

complexities. They either don't know what we can do, or we're so busy dealing with the people who didn't plan ahead that we can't work effectively."

"Most standard operating procedures designed to cover a whole institution do not work. In terms of matching resources, we can oblige students to do certain things because they see purpose in it, and we can insist that they become themselves and reap the fringe benefits in one sense, but there's no way in the world to get that across to anybody who believes that you can fill up the empty jug and cap it with a mortarboard and have it come out with anything. Do we handicap people in attitude toward the school? So far as I know, no one says that there is anything dignified about doing the work here. May I suggest that that's because it's here to be done, and people find value in it. They don't have to dignify it. There is no need to give it a label."


MATH DEPT
STUDENT
Assistant.
$x = \sqrt[3]{2^2+2^2}$
$x = \sqrt{4+4}$
$x = \sqrt{8}$
$x = 2$

MATHEMATICS DEPARTMENT

The Mathematics Department is an academic department which employs a total of seven students in its labor program. By title, there are three kinds of student labor positions, but only two in terms of significantly different function. The Mathematics Department functions without a full-time secretary. Therefore, student assistants also assist with secretarial functions such as typing and filing.

WHAT STUDENTS DO

1. Course Assistants or Course Aides
    a. Assist teacher in course work or administrative work in whatever way the teacher feels is most useful
        (1) Paper grading
        (2) Test grading
        (3) Occasional tutoring
        (4) Library research
        (5) Assist with class activities and with use of audio-visual materials

(6) Assist with janitorial work

(7) Assist with clerical work

2. Instructors

   a. Work in the Basic Math program with almost complete responsibility for a class of students registered for Math 010 or Math 011

   b. Assist with janitorial work

   c. Assist with clerical work

LEARNING EXPERIENCES FOR STUDENTS

1. Acquire teaching experience as an undergraduate
2. Have opportunity to review math background

WHAT SUPERVISORS DO

1. Select students to be hired

" ... whether the students we have are interested in teaching as a profession or not, they do go through the experience as a Course Assistant which requires them to review their basic calculus. That's always very valuable for a Math major. In the course of their labor, they sit down and work on a significant problem and carry out a review that really is very valuable to them."

"We have always hired Math majors, so that we have people who are already acquainted with the work they'll be doing. ... Our hiring is restricted to junior and senior students, for the most part. Ordinarily, a student is not hired to be an Instructor unless he has already worked in the department for a year as a Course Assistant. Thus, we know the Instructor even better through having had him or her in several courses and also because he will have worked with a faculty

2. Train student assistants

SUPERVISION OF STUDENT WORKERS

1. Each assistant supervised by faculty member to whom assigned
2. Informal interaction, rather than highly structured supervision
3. Weekly staff meetings and informal discussions

member for a year as a Course Assistant. ... We've had tremendous advantage in that the people whom we select are people who are interested in mathematics and who are going into some aspect of their academic area as a profession. It has a direct bearing on what they are interested in and what they are planning to do."

"We started our training this year for the Instructors with a two-day orientation session during the registration period. During our orientation, we try to set out the basic goals of the Basic Math program, what we want to try to achieve and what the day-to-day operation will be. There are a multitude of things to try to cover here: How you go about testing, how you go about grading, how you help people find their place initially so that they know where to begin working in a self-pace section, and how we keep our tests from getting out. We set a day or two aside and spend the whole time in an orientation session for the students who will be Instructors and also for certain Course Assistants who will be assisting in the Basic Math program."

"The student assistants may come in and talk about having trouble with a particular student and his attitude or motivation. We talk about it for a while and try to decide what needs to be done and whether or not a faculty member should step in and help

4. Frequent conferences if needed
5. Evaluation through questionnaires on Basic Math program which are completed by Basic Math students
   a. Questions on instructor's effectiveness
   b. Questions on improvement of instruction
   c. General questions on course and material covered

SUGGESTIONS

1. Choice of faculty important to success of labor program

do something. ...We try to be very careful not to get into a situation in such a way as to undercut the student instructor's relationship with one of his students or make him appear to be a person in whom we lack confidence and trust. ... Probably 80 percent of the actual supervision goes on in that way, on an unstructured, day-to-day basis. We already know each other pretty well, and there simply aren't the ordinary barriers to interaction between the student assistants and the faculty members."

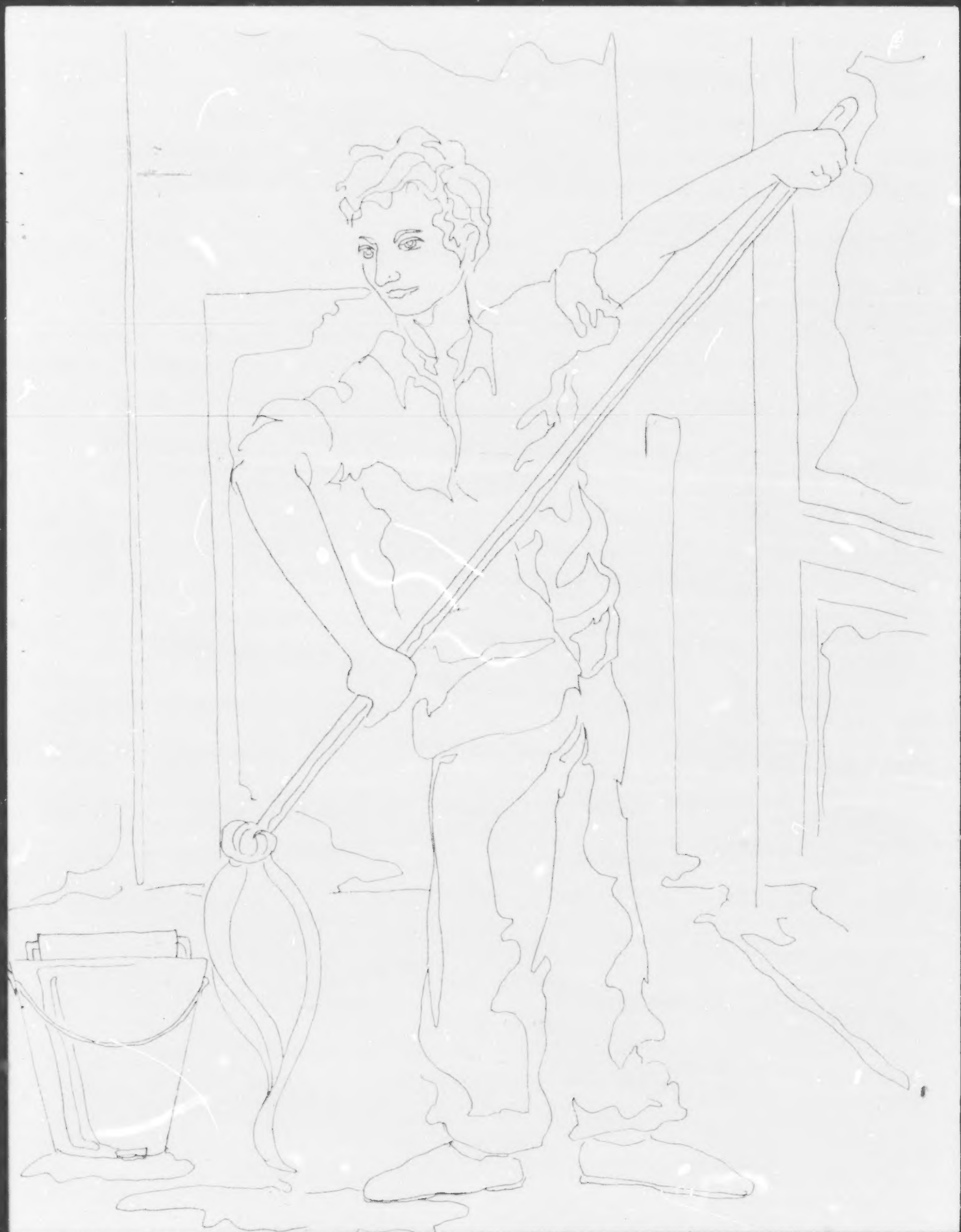
"We have to be careful when we hire new faculty members that they realize the value of Berea's labor program. If we hire a faculty member who says that the labor program is for the birds and should be overlooked, someone who is taking the position only for the money and who doesn't care about Berea's values, we're in real trouble. The kind of faculty we hire is very important in motivating students."

PHYSICAL PLANT

Physical Plant staff has responsibility for supervising the cleaning program on the Berea College campus. Working with 120 students who make up the corps of monitors and janitors assigned to men's and women's residence halls, academic buildings, and various service buildings, the Physical Plant staff members oversee the daily routine of the campus cleaning program during the academic year. (The regular component of full-time, non-academic workers who are responsible for maintenance and other aspects of Physical Plant responsibilities is not included in the information which follows.) A staff of student workers also assist the Storeroom Foreman. These workers deliver supplies, equipment, and furniture to campus buildings and offices. Their responsibilities are of a general nature relative to storage and supply.

WHAT STUDENTS DO

1. Janitors
   a. Clean designated areas in campus buildings
2. Monitors
   a. Responsible for keys, linen changes, ordering of supplies, and maintenance orders



b. Supervise janitors in designated buildings

(1) Select janitors

(2) Provide job description to each janitor and explain procedures

(3) Check work of janitors daily and weekly

(4) Maintain standards of performance

(5) Demonstrate cleaning techniques to janitors as needed

(6) Evaluate performance of janitors

2. Assistant Housekeeper

a. Train monitors

(1) Weekly visits to each dorm with mini-sessions of training

"In the dorms, there is at least one janitor on every floor. The janitor is responsible to the monitor, whose most important duty is to supervise the janitors. The monitors turn in the janitors' times at the end of the month, check the janitors' work daily, issue linen, keys, and make room assignments at the beginning of the year. But the most important aspect of the monitor's job is to supervise the cleaning."

"I set up an hour block of time for each of the dorms weekly, and I have a certain day and a schedule that I meet with the monitor of each dorm. I don't talk to the janitors, but rather to the monitors, who relay what I say to the janitors if there is a problem. I go through the entire dorm on each visit. If there is build-up on a shower stall, for example, I write this down and explain the cleaning techniques to the monitor. If they are unsure how to do it,

b. Supervise monitors

(1) Check each dorm weekly

(2) Rate monitors and dorms weekly

c. Act as liaison between monitors and other areas

(1) Discuss social problems with dorm director or house council

(2) Facilitate repairs or delivery of supplies to dorms

I demonstrate, but only to the monitors. I don't explain or demonstrate anything to a janitor unless a monitor asks me to do so. At the end of the tour of the dorm, the monitor and I sit down and discuss problem areas. Sometimes I write notes to the janitors, if the monitor asks me to do so. Sometimes the monitors have meetings with the janitors after my visits. If the work has been consistently bad in an area after two inspections, then I write out guidelines and go over job descriptions."

"Sometimes social problems arise, such as a floor on a dorm where the occupants seem to be particularly dirty, and this creates a real problem for a janitor. Then I work ... with the dorm director or with the house council. ...Also sometimes I have to explain to dorm residents why they can't just leave a stack of dirty dishes sitting in the sink and why a janitor isn't a maid and why the janitor doesn't have to do things such as wash their dishes."

"Our Assistant Housekeeper can identify problems that we don't even know exist in the dorms. She can work out the solution too. We lack the manpower to service problems that arise in the dorms as we would like to do or feel we need to do. The Assistant Housekeeper can

4. Storeroom Assistants

   a. Deliver supplies and equipment

   b. Assist in general storeroom responsibilities

LEARNING EXPERIENCES FOR STUDENTS

1. Learn importance of environment

2. Acquire practical knowledge of cleaning techniques and home maintenance

note these problems, however, and either communicate it to us or check with us and communicate to the girls in the dorm why it hasn't been taken care of--for instance, if a part is being ordered or if there is some delay in getting it serviced, she can at least explain what is happening, so the girls don't feel as frustrated and ignored as they used to feel. As a student supervisor, she is in and out of our offices enough so that she can feel free to ask questions as the monitors can't do, and she also has enough experience to know how to handle problems as they arise."

"It's a little difficult for anybody to attach too much importance to a cleaning program. It's a menial job, or has been in years past, and if we're going to talk about the dignity of labor, we have to make these jobs have a degree of dignity. It doesn't have to be contrived; it can be a genuine thing. The environment in which we live can be a pretty important thing, and we want our student workers to see that side of it too."

"I try to familiarize students with all the equipment and supplies, for I feel that it offers them practical knowledge beyond school. I want them to learn things which will be beneficial to them later--this is what they like too. It gives them an overall

3. Learn value of other aspects of school life

WHAT SUPERVISORS DO

1. Select student workers

picture of the maintenance program of their own home and of offices where they'll be working later."

"What we're supposed to be doing is giving students an opportunity to broaden themselves and to see the value of things other than academic pursuits, but we end up thinking only in terms of getting the job done. We lose sight of the broader objective of student enrichment, because we're too busy with the mundane problem of getting the job done. I want students to feel that they get something worthwhile out of the cleaning program. If we can't find a way to let our student workers learn something helpful and worthwhile out of what they are doing, then we shouldn't have students doing the cleaning."

"When the students come in at the beginning of the year looking for labor assignments as janitors, we talk to them, then send them to see the dorm monitors, who make individual janitor assignments. ... The monitors will be carefully selected and trained in next year's program, with more training than they've ever had in the past. We will be selecting people more critically. We're looking for motivators as much as anything else. ... To take someone who has never worked as a janitor and make a monitor of them is impractical. They have to come up through the ranks to acquire the experience and the know-how that is necessary to make them perceptive in recognizing the quality of work being done by the janitors."

2. Train and supervise student workers

   a. Monitors serve as supervisors of janitors

      (1) Select janitors

      (2) Train janitors and check work daily

   b. Assistant Housekeeper and custodial foreman (full-time, non-academic employee) supervise monitors

      (1) Train in cleaning techniques for demonstration to janitors

      (2) Conduct weekly inspections of buildings

      (3) Rate performance of monitors and condition of building

   c. Storeroom Foreman supervises students in storeroom

      (1) Selects and trains student workers

      (2) Assigns daily responsibilities through work orders

      (3) Selects lead student who supervises implementation of work orders

      (4) Oversees general activities in maintaining inventory and supply delivery

"At the beginning of the year when a janitor is sent up to speak to a monitor about being hired, the monitor goes over the job description of the work area with the janitor and says, 'Do you agree to do this kind of work? Do you understand this?' The monitors hire the janitors with the understanding that they know what they're supposed to do."

"We have a custodial foreman who visits every building on campus except the women's dorms. He talks to the monitors and sometimes to the janitors ..."

"I also rate the dorms once a week. What I'm really rating is the monitor and how she works with her janitors and how she gets the job done. If the dorm looks clean, she receives a good rating and this is a direct reflection upon the monitor, because she is responsible for the cleanliness of the dorm."

"We don't have any certain thing to do in a daily routine.

SUPERVISION OF STUDENT WORKERS

1. Motivate to keep interest high

2. Understand students as individuals

3. Establish good work relationship through personal interaction

What I try to do, then, is to give students a guideline to go by. We have a lead student position. For the lead student, I place the work orders in a certain place, and he comes in and gets the orders and gets the job done. It's as simple as that. You give the students the responsibility and they carry it out."

"We'll never be able to say that all our cleaning people enjoy cleaning, but I think that we'll be able to say soon that we give the program enough selectivity in choosing our people to do the cleaning, and enough training, enough motivation, and enough inspection and supervision to make the program succeed."

"We depend on monitors to a great extent as motivators, and I think that we're asking too much in this if we don't give them proper training or enough supervision. By this, I really mean support in helping to get the job done. We want monitors to have all the support they need and to have someone coming along regularly to ask what their problems are."

"You have to be firm, but you also have to be reasonable, and you have to be willing to listen. You have to be broadminded, and you have to remember that you're dealing with different people, different personalities, different problems when you're supervising students. The students have problems too. But you make it clear to them what you expect."

"The first thing you have to do is get the students to trust

SUGGESTIONS

1. Make initial introduction to student labor program a pleasant experience

you. If they have a problem, it may be a personal problem not even pertaining to their work, they may talk to you about it. If you can get them in this state of mind, you don't have a whole lot to worry about. You'll have a good group of people that you can depend on."

"I want to help them, I want to iron out their problems. So now they just pour out problems when I go to see them. They've accepted me in this role as a helping person, rather than as a disciplinarian. But when we first talked about it, they were really against it. We had to talk about it and explain and explain and hash it out before they could see how it might be beneficial at all."

"...it is very important that a freshman coming in here be greeted in a pleasant, cheerful, and positive manner, and be dealt with by someone who knows what they're talking about. I feel that the whole hiring process needs some revamping. It is confusing and inconvenient for the freshmen who don't yet know their way around campus."

AGRICULTURE DEPARTMENT

The Agriculture Department is an academic department which employs 16 student workers as laboratory assistants. (Five students assist with responsibilities pertaining to the Berea College farm, and an additional three to five students assist with the operation of the College poultry farm. These student workers are not included in the information which follows, although they are supervised by members of the Agriculture Department Faculty.)

WHAT STUDENTS DO

1. Laboratory assistants
    a. Assist in laboratory preparation
    b. Set up lab exercises
    c. Ready materials and equipment for lab use
    d. Clean laboratory after use
    e. Maintain laboratory equipment

LEARNING EXPERIENCES FOR STUDENTS

1. Learn through assisting other students in laboratory

2. Learn through additional experience with laboratory equipment
3. Acquire leadership experience

WHAT SUPERVISORS DO

1. Select lab assistants
   a. Through observation
   b. Through classroom performance

"The labor program plays two functions in this department. One of the functions is certainly that it contributes to the effectiveness of the learning process and supports the educational process for the students. Our student workers make a real contribution to the program as lab assistants. They have definite responsibilities in preparation of labs, assisting students when they encounter problems, cleaning up the lab after class, and giving some continuity to the program by keeping the lab ready so that it can flow from one sequence to another. Through this assistance, they are making a contribution to the educational process.

"Secondly, the students themselves gain a great deal from their labor in a learning process. They learn by teaching, and also by experience, since they have the experience of dealing with the equipment in the laboratories. ...Our students who work as lab assistants...have the opportunity of actually teaching and working with the equipment, and this is a motivational factor."

"Our lab assistants must have a basic interest in what they are doing. We probably all use classroom performance in our particular areas as a guideline to selecting student assistants

2. Train lab assistants in lab procedures

   a. Through class time in labs and classroom instruction

   b. Through individual training on certain procedures

   c. Through daily supervision and training

SUPERVISION OF STUDENT WORKERS

1. Checking overproductivity

2. Motivating students to assume responsibility

in our particular field, for classroom performance reflects interest in what they're doing."

"We like to identify potential lab assistants as early as possible. ... There is no restriction on using non-majors as lab assistants. ... It simply works out better when we employ Ag majors. A person who is a non-major cannot assist in labs as effectively as someone who is an Agriculture major. A non-major is not likely to have had the necessary sequence of courses. ... It is also difficult to set up experiments without the proper course experience or background."

"The biggest problem that we have with student labor is keeping an eye on our student assistants to ensure that they don't work too hard, that they don't get too many hours, and that they do not sacrifice their other studies for the lab work. This type of enthusiasm and interest is built through the team effort. We don't have student workers who don't cooperate."

"Getting a student who is mature enough to assume responsibility readily and to feel responsible to meet his labor assignment at the right time--whether one hour before class, or two hours, or even to

3. Organizing work assignments

SUGGESTIONS

1. Make labor assignments relevant for student and supervisor alike

2. Comment upon student performance

come in the night before to get the job done--is essential to our program. In our department, our good lab assistants end up working too many hours because they are exploring and trying to find a better method of doing something."

"One of the major problems with supervising students is trying to be well-enough organized yourself to keep your student workers productively employed and working at all times. Organizational lead-in is difficult and time-consuming. Good supervision just doesn't happen. Someone has to do a lot of work to lead the students into their tasks."

"If you're just going to give students 'busy work,' you might as well have them on a stand-by basis and not have them do anything of real value. Also, one teacher cannot be responsible for supervising more than three or four students. How can a teacher effectively teach three or four courses and supervise six, eight, or ten students at the same time? Unless you have routine, repetitive tasks or assembly-line-type activities, you don't supervise a large group of student workers if some initiative, organization, and planning is required. In that case, you'd have to put them all in one room and be right there with them, and then you wouldn't be able to teach two or three classes a semester."

"After planning and organizing, if you don't follow up and

3. Upgrade supervisory status

see what kind of job your student worker is doing and make some comments here and there about what is good or bad, you'll run into more problems. If students do a good job, you have to take time to at least look at their work. Recognition is important. ... A student worker also should be complimented about his work in such a way that the student and the supervisor converse. What a supervisor writes down on a piece of paper doesn't tell the student what the supervisor really feels about the quality of the work. The difference between a written report and a spoken compliment means a great deal to a student. By the same token, if the student is goofing off and doing a mediocre job, he should be told. If nothing is said, he thinks the supervisor doesn't care."

"The status of the supervisor needs to be upgraded at Berea College. There should be an award for excellence in supervising which is comparable to the Seabury Award for Excellence in Teaching."

NOTE OF APPRECIATION

The following labor superintendents and supervisors made significant contributions of time, interest, and effort in assisting the Work-Study Development Project staff with the series of preliminary interviews of supervisory staff at Berea College from which this material was developed:

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Mrs. Winona Thoma

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Mrs. Sandy Flynn
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Associate Dean William Laramee
Associate Dean Ruth Butwell

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Dr. Claude Gentry
Dr. Edd Hogg
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Dr. Noel Stephens

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Ilee Smith, Director of Food Service
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Louise Gibson, Director of Audio-Visual Service
Joyce Stevens
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Dan Armstrong, Director of STABLE
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